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ABSTRACT

Twice a year the Steering Group of EURYDICE, the Education Information Network in the European Community (EC), holds meetings that offer leading educational policymakers the chance to inform their colleagues of the major changes in education policy in their respective member states since the previous meeting. While not an exhaustive or official review of such developments, the information thus exchanged does attempt to keep colleagues abreast of each member state's education policy by setting out the major legislative steps taken in the intervening period. The reports contained in this document cover the period of January to September 1990 from the member states: Belgium (French-speaking and Dutch-speaking), Denmark, Federal Republic of Germany (from Bund and Lander), Greece, Spain, France, Ireland, Italy, Luxembourg, The Netherlands, Portugal, and the United Kingdom (London Unit and Edinburgh Unit). (DB)

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MAJOR EDUCATIONAL DEVELOPMENTS

in the Member States of the European Community

January to September 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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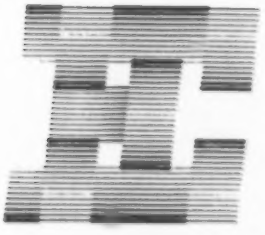

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INTRODUCTION

The twice-yearly Steering Group meetings of EURYDICE, the Education Information Network in the European Community, have traditionally offered heads of unit the chance to inform their colleagues of the major changes in education policy in their respective Member States since the previous meeting.

While not claiming to offer an exhaustive or official review of such developments in Community countries, the information thus exchanged does attempt to keep colleagues abreast of each Member State's education policy by setting out the major legislative steps taken in the intervening period.
Contributions for the 29th EURYDICE Steering Group meeting in Paris on 11 October 1990 roughly cover the period from January to September 1990 and are all enclosed.

EURYDICE European Unit
February 1991

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29th meeting of the EURYDICE Steering Group
12.10.1990

BELGIUM (French-speaking)

1. The consultative Council on official education has organised a campaign to promote official education and has published a report entitled "Convergences".

2. The pedagogic Council for Education in the French-speaking Community was consulted about the implementation of an assessment system in secondary education which has been in force since the beginning of the new school year.

3. As regards the ZEP (Zones d'education prioritaires - Priority education zones), pilot projects have started in the Brussels region.

4. The inter-network Committee for technical and vocational Education is examining in-company training courses for young people, particularly in the context of part-time education courses and, specifically, the status of young people following an in-company training course during their schooling.

   Its opinions on adult and part-time education have been taken into account in the decrees now being submitted to the Council of the French-speaking Community.

5. The Committee for the Reform of Basic Education (CREF) has drawn up a new document to be used as a basis for extending reform projects as well as the research they involve. In this document, children are considered cycle by cycle. From now on, the reform will concern the cycles from 2 1/2 - 12 years.

   Circulars dealing with the reform have been updated and have been in force since September 1990.

   In 1989-90 emphasis was placed on physical development in basic education and on learning a second language.

   Since the start of the 1990 school year, experiments have been carried out and monitored in 14 voluntary schools where the amount of time devoted to physical education has been doubled.

   Five schools in each network are taking part in language

learning experiments: either early learning (from the 3rd year of nursery school or the 1st grade of primary school) or language learning by immersion (part of the curriculum being given in the second language, for example practical courses, DIY, or road safety).

Besides continuing second-language class exchanges, intercommunity exchanges between teachers will be organised, together with specific in-service training modules for teachers during the 1990-91 school year.

6. Committees for scientific study:

1° The Committee for modern language teaching is shortly to present its conclusions to the Minister with a view to possible reforms as of the 1991 school year.

2° The Committee for the teaching of science and mathematics has submitted its conclusions and presented them to all network heads with a view to up-dating curricula.

3° Two new Committees have been set up:

the first, set up on 1 September 1990, is an inter-network Committee which is to consider the problem of the organisation of school hours in basic and secondary education; the second will review the place of history in secondary education.

7. In secondary education, new guidelines have been issued for study assessment, "class councils" and entrance committees. The assessment is general and also takes into account group life and personal discipline.

A new report has been drawn up.

8. Since the start of the 1990 school year, a technological and computing course has been included in the 1st grade of technical education. The aim is to help young people understand modern-day technology from their everyday environment.

Discussions are being held with a view to directing 2nd and 3rd grade technical education towards multi-discipline technical and scientific training in order to help young people find their way more easily in a wide range of careers, to facilitate their adaptation to the work-place in line with technological development, and to enable them to obtain a qualification which is as complete and as adequate as possible (training aimed at integration into professional life).

9. Since the beginning of the school year, an experimental

organisational reform of the first year B and the 2nd vocational year has been conducted in 23 schools in the French-speaking Community.

The aim is to adapt the pupil to the school environment, to enable him to reach a certain level of qualification, and to contribute towards the development of his personality by taking his potential into account.

10. The French-speaking Community is participating in the Lingua programme.

All aspects of the European dimension in education are being intensified.

School exchanges have been stepped up. Certain institutions organise regular exchanges with the Netherlands, Germany and the UK. As of 1990, contacts with Ireland have increased. Contacts with Spain, Italy and Denmark are still rather limited.

Contacts by electronic mail with institutions in the UK, Ireland and Germany are increasing, and have sometimes resulted in meetings arranged during the holidays.

11. More teachers in basic education and special education are taking part in in-service training activities.

12. In higher education, all graduate courses have been extended to 3 years as of the 1990 academic year (Decree of 10 July 1990).

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12.10.1990

BELGIUM (Dutch-speaking)

Summary of changes to the laws on education.

1. Since the Community harmonisation of education began at the end of 1988, three main decrees have been passed.

   1. The decree of 19 December 1988 creating ARGO (the "Autonome Raad van het Gemeenschapsonderwijs" = the Independent Council of Community Education), giving Community education the independence to develop its own identity.

   2. The decree of 5 July 1989 - the Mammoth decree - enabling the implementation of a number of passages from the political agreement of 8 November 1988.

   3. The decree of 18 July 1990 - the Spring Edict, dubbed 'Dinosaur decree' by the press - which is discussed in more detail below.

2. The Spring decree of 18 July 1990 comprises seven major elements:

   1. A fair indexation both of operating funds for Community education and of working grants in subsidised education, with the relaxation of opportunities for applying grants which strengthens local autonomy.

   2. Property investments for the educational sector are uniformly governed according to objective criteria, the same parameters applying in every network. Community education is financed 100%, subsidised education 70% for primary schools and 60% for other levels of education.

   3. Full-time secondary education is legally governed on the basis of the uniform framework. Part-time vocational training has been organised as an experiment since 1 October 1984 to give 15- and 16-year-olds leaving full-time secondary education the opportunity to complete

their compulsory schooling. This experimental phase is now at an end and will be replaced by a definitive system.

4. A first step has been made towards setting up a structure for representation in subsidised education:

   - phase one will begin on 1 September 1990: compulsory negotiations with staff and parent-teacher associations regarding the teaching package.

   - phase two will begin on 1 September 1991: organised negotiation in school boards (still to be formed) and extension of the subjects which ought to be discussed.

5. The reshaping of part-time art education: with a new concept, updated subsidy system, budget limitations and raising of the registration fees.

6. The creation of a Flemish Education Council consisting of a coordinating council, whose composition is provided for in the decree, and of boards and departments which can be set up for each educational level. The Flemish Education Council will have to function as the advisory body par excellence on educational policy, with advisory duties and the right to take initiatives in studies and scientific research relating to education.

7. The heading "Miscellaneous regulations" subsumes important regulations affecting staff and more particularly for staff in special education, and entailing the harmonisation of stipends for clergymen living in a community and the provision of subsidies to boarding school heads.

3. The decree of 12 July 1990 concerning the regulation of basic education for undereducated adults. This devotes attention to undereducated adults, who are still numerous, with migrants occupying a special place amongst them. The decree concerns the recognition and authorisation of Centres for Elementary Education to offer educational programmes to undereducated adults and provides for the creation of an Elementary Education Council.

29th meeting of the EURYDICE Steering Group
12.10.1990

DENMARK

The development in qualifications over the next 25 years

If the labour force is used "economically", there is a chance of growth and development in the qualifications of the labour force over the next 25-year-period.

New calculations made by the Economic-Statistical Division of the Ministry of Education show that the educational qualifications of the future labour force will be capable of supporting the society.

By means of totally new projecting methods, it has been endevoured to make a detailed picture of the age and education related composition of the Danish labour force over the next 25 years.

It has thus for the first time become possible to project the labour force by occupational categories using a total model for the whole education system and labour market.

The conclusion is that there will not be any fundamental changes in the total labour force over the next 25-year-period. The Danish labour force is expected to reach its peak in 1995 and will subsequently decrease during the rest of the period. In 2005, the total Danish labour force will be reduced by 5 p.c. as compared to that of 1990 but with relatively large structural changes. The age distribution of the labour force will take an upward turn during the period so that the group aged 45 and above will increase considerably and the group aged less than 45 will drop correspondingly. The educational distribution is expected to change drastically towards the qualifying courses of education. At the end of the period (2005), there is expected to be more than 20 p.c. less unskilled workers, whereas there will be 15 p.c. more with a vocational education or a short-cycle course of higher education.

The group with a medium-cycle course of higher education will drop a little. In short, we can say that although the total labour force will be smaller in Denmark in 25 years' time, the labour force will have a much better education and be more mature.

Handicapped people's responsibility of their own education

Handicapped people are about to be given the same responsibility of their own education as other groups enrolled in education. That was one of the conclusions of a conference which was held in December 1989 under the auspices of the Ministry of Education and the Ministry of Cultural Affairs about the education and training of handicapped people. The Minister of Cultural Affairs, Mr Ole Vig Jensen, mentioned the pending act on adult education in which some of the fundamental principles will be user initiative and self-administration.

Also the Minister of Education, Mr Bertel Haarder, pointed at the increased responsibility of the users in general which also apply to the conditions and possibilities of the handicapped. The conference concluded that we must create an education system in which the continuous development of the content will take place with focus on the individual needs of the handicapped.

New vocational education course in market economics

In September 1990, a new internationally biased advanced 2-year commercial course will be introduced at the commercial schools. The aim of the market economics course is to enable its graduates to cover the wide occupational spectrum which can be found in the day-to-day life of the internationally oriented firm. The following subjects will be taught: international marketing, foreign languages and cultures, business economics and production organization, international economics, business law, statistics and administrative systems.

The objective of the market economics course is to see to it that its graduates qualify for participation in the planning and execution of international business activities and commercial tasks in commercial, production and service firms.

600 students will be admitted in September 1990 at the 10 (of the 57) commercial schools which are spread all over the country.

More young people have the possibility of being admitted to higher education

In 1960, only 6.8 p.c. of a youth cohort took a university entrance examination. In 1990, this figure has risen to 48.4 p.c. This corresponds to a rise of 725 p.c. in the number of entrance examinations taken, whereas the number of young people has only risen by 16 p.c. during the same period.

This creates a problem, as there are not enough study places at the higher education institutions to absorb this great increase in the

number of applicants. And again this year a great number of applicants have been turned down.

The admission regulations will be changed from 1991. The new study places will be divided into 2 quotas, the size of which will be fixed from year to year.

In quota 1, applicants will be admitted on their examination results like in the old system. It will no longer be possible to improve the results by taking another entrance examination. It will be the first one that counts.

In quota 2, applicants will be admitted on the qualifications they have and which are relevant for the chosen course of education. The examination result will play a part, but it will be supplemented by an individual assessment. This means that applicants must still have a university entrance examination, but they may still be admitted even if they do not have the examination average required, as long as they have good marks in relevant subjects for the course chosen (e.g. in mathematics and physics for admission to engineering degree courses).

Open Education

The Act on Open Education came into force in January 1990. The aim of this act is to give adults opportunities of further education in the form of vocationally-oriented qualifying part-time education courses and single-subject courses so that the participants obtain a lift in terms of qualifications of importance for their present or future employment.

At the educational institutions under the Ministry of Education, open education is offered in the field of vocational education (commercial and technical colleges etc.) and in the field of higher education (universities and university centres, business schools, engineering colleges etc.).

In principle, all parts of approved vocationally-oriented courses which are completed by an examination are offered as open education. Parts which have been passed give competence as is the case with the corresponding full-time or part-time courses and can be combined to become a whole.

For the academic year 1990/91, the Minister of Education has endorsed that approx. 45 full-time or part-time courses can in accordance with more detailed stipulations laid down by the institutions be offered as open education with state subsidies.

In order to be admitted, the participants must usually meet the general requirements with regard to previous education or qualifications which apply to ordinary students of the educational

institutions. Special allowances should to a very great extent be made for real qualifications acquired by the applicants in working life or in any other way.

It is no requirement that the participants have to have reached a certain age in order to be admitted.

The teaching must be organized in such a way that it can be followed outside working hours by persons in full-time employment and that unemployed persons can use the scheme without losing their right to unemployment benefits.

Participation in open education activities does not entitle students to receive State educational support.

The State awards a grant to approved open education courses in order to reduce the user payment. For the moment, this grant covers approx. 80 p.c. of the standard operational expenditure. The user payment shall on an average cover the remaining approx. 20 p.c. of the expenses. On this basis, the institutions decide on the size of the user payment at the individual parts/courses of education.

In addition, the institutions can freely offer their full-time or part-time courses against full user payment. In that case, the course is qualifying in the same way as the approved courses under the open education scheme.

29th meeting of the EURYDICE Steering Group
12.10.1990

FEDERAL REPUBLIC OF GERMANY/ Bund

Modernisation programme for vocational training

In April 1990 the Federal Minister for Education and Science proposed a modernisation programme for vocational training. The programme involves:

- establishing a promotion centre for especially talented young workers,
- the promotion in small and medium-sized enterprises of young people without a lower secondary school diploma, of foreign and socially disadvantaged young people as well as of young immigrants,
- foreign language instruction in vocational education.

Second special programme for higher education

On 27 June 1990 the Federal Cabinet decided on a 4 billion mark programme for the advancement of young academic talent at higher education institutions in the Federal Republic of Germany. The Federal Government plans to contribute 60% of the financing required for this 10-year programme. The programme includes the following measures:

- promotion of post-doctoral students at non-university research institutions,
- promotion of highly qualified young scientists,
- promotion of post-graduates in special graduate courses (Graduiertenkollegs),
- promotion of applied research and development at technical colleges.

The programme includes special measures to improve the position of women in the scientific community and to enhance the advancement of especially talented young women in science and research. Some 700 million DM will be allocated for contact and reintegration grants for work contracts and child care allowances.

Preparations for the unification of the Federal Republic of Germany and the GDR

- The Joint Education Commission constituted on 16 May 1990 is preparing the integration of the two education systems as part of the German unification process.

- At the initiative of the Federal Minister for Education and Science, 30 million DM have been allocated for the provision of schoolbooks to the GDR, with the aim of redressing the lack of textbooks for certain subject areas in GDR schools, created by political developments.

- An initial programme for in-service training will enable 50 teaching staff from the GDR to participate in a three-week language course in the United Kingdom to obtain teaching qualifications in English.

- The Federal Minister for Education and Science has allocated 15 million DM as immediate aid for institutions of higher education in the GDR. These funds are intended primarily for the acquisition of textbooks from the West. A list of the specialised textbooks most frequently lent by libraries of higher education institutions in the Federal Republic forms the basis for ordering books within the framework of the immediate aid programme. In selecting from this list, GDR libraries receive advice from West German higher education institutions although they themselves decide which textbooks are actually bought.

- The Federal Government will contribute 13.5 million DM to the first stage of construction of an interplant professional training course centre in Halle an der Saale. The professional training centre will serve as a pilot project for interplant professional qualifications and the transfer of technology.

Environmental education

According to the Federal Minister for Education and Science, the foundations for effective environmental protection are laid in education. The Federal Minister for Education and Science has presented concrete proposals for environmental education in schools and institutions of higher education as well as in vocational training and continuing education.

29th meeting of the EURYDICE Steering Group
12.10.1990

FEDERAL REPUBLIC OF GERMANY/ Länder

Major developments in education and in education policy (January 1990 - October 1990)

In order to support the next generation of academics (postgraduates), a few years ago graduate courses were introduced at universities to create a new instrument for the promotion of these young academics. The initial results were compiled in June 1990 and they show that the graduate courses have proved successful in encouraging individuals and have led to innovative research approaches, improved interdisciplinary cooperation and new academic research centres. The Federal Government and the Länder have therefore agreed on a 5-year programme starting in 1990 for the promotion of graduate lecture courses, in order to expand and thereby improve the system of postgraduate preparation in universities.

As a result of the political developments in the German Democratic Republic and other eastern European states, a flow of emigrants from eastern European countries and of refugees from the GDR began in 1988 and increased still further in 1989. Thus in 1989 about 377,000 emigrants and 344,000 refugees from the GDR entered the Federal Republic. Thanks to special measures taken by the Federal Government and the Länder, the integration of these emigrants and refugees was supported in particular in schools, universities and professional life.

Owing to the heavy flow of refugees from the GDR the following measures were taken in October 1989: promotion of foreign language courses, recognition of qualifications obtained in the GDR and recognition of study and examination results for further studies at universities in the Federal Republic.

Due to the political events in the GDR since autumn 1989, which also led to a new political orientation in the education policy of the GDR, during the period under review, cooperation with the GDR was one of the major topics of the education policy. As a result of the political developments in the GDR since then, the emphasis is on institutional cooperation with the competent authorities in the GDR within the framework of joint committees which have been set up for cooperation between the two German states (education committee, cultural committee), as well as participation in the existing institutions in the Federal Republic of Germany which support the

supraregional harmonisation of education policy. The aim of the exchanges of opinion and the cooperation is to support the planned education reforms in the GDR for an independent education system based on plurality and tolerance through a variety of measures taken by the Federal Government and the Länder. The fields of education, science and culture in the GDR will be given a federal structure, like that in the Federal Republic and after the unification of the two states the future Länder in the GDR will become members of a common Conference of the Ministers for Education as well as other committees at supraregional level.

The Ministers first met the East German Minister for education and science, Professor Hans Joachim Meyer, on the occasion of the plenary session of the Conference of the Minister for Education in June 1990 for a detailed exchange of opinions. Minister Meyer spoke in favour of a federal structure - similar to that in the Federal Republic - for education in the future Länder of the GDR. As Minister Meyer further explained, the tasks of organising the education system which are currently still the responsibility of the GDR Ministry for Education and Science will gradually be handed over to the future Länder of the GDR (Brandenburg, Mecklenburg-Vorpommern, Sachsen, Sachsen-Anhalt, Thüringen). Finally, he called upon the Ministers for Culture of the Länder to support the GDR in its efforts. The Länder have since decided to cooperate closely with the GDR in this field.

The Ministers made the following statement after the meeting:

> "Education and Science are of fundamental significance for the political, economic, cultural and social renewal of the GDR and for the process of unification between the two German states. The Minister for Culture welcomes the fact that the fields of Education, Science and Culture in the GDR will have a federal structure like that of the Federal Republic."

An inventory of the universities and the non-university research establishments in the GDR, combined with recommendations for further development, is considered a priority. This task has since been entrusted to the Academic Council which is responsible for working out recommendations on the content and structure of the development of the universities, science and research. Representatives of the state - particularly from the future Länder - and of the academic world in the GDR will participate in the consultations of the Academic Council to create a uniform scientific and research framework. Since the Academic Council passed the recommendations on "Perspectives for Science and Research on the road to German unity" in July 1990, the inventory will not be ready until 1991.

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12.10.1990

GREECE

Higher Education (University)

1. A Department of Computer Science has been set up in the Faculty of Natural Science at the University of Ioannina. (Presidential Decree No. 148, Official Journal 56/10.4.90).

2. A Department of History and Ethnology has been set up at the Democritus University of Thrace. (Presidential Decree No. 149, Official Journal 56/10.4.90).

3. The Higher Industrial School of Thessaloniki has been renamed the Macedonia University of Economic and Social Sciences. (Presidential Decree No. 147, Official Journal 56/10.4.90).

4. Guidelines have been drawn up for the single degree awarded by the Department of Musical Studies of the Fine Arts Faculty of the University of Thessaloniki. (Presidential Decree No. 225/90, Official Journal 83 A').

5. A University Institute of Home Economics has been set up. (Act No. 1894/90).

Teacher Training Colleges (Non-university Higher Education)

1. By virtue of a joint decision of the Ministers of the Presidency of the Government of Education and Religious Affairs and of Finance, degrees in Primary and Nursery Education obtained at foreign non-university colleges of higher education are considered for recognition only if they have been issued before 30.6.1990 and submitted to the Committee before 31.12.1990.

2. By virtue of Presidential Decree No. 345/90 (Official Journal 137/A/90), the Teacher Training Colleges and Nursery School Teacher Training Institutes can continue to operate until 31.12.1990. As from 1.1.1991, these colleges will cease to exist in any form.

Foreign Schools

By virtue of decision Z2/211/23.5.1990, Greek students are free to enrol at foreign schools in Greece.

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12.10.1990

SPAIN

MAIN DEVELOPMENTS IN NATIONAL EDUCATION IN THE PERIOD JANUARY TO OCTOBER 1990

A. NON-UNIVERSITY LEVEL

On 12 February the Minister of Education submitted the preliminary bill for the "Ley Orgánica de Ordenación General del Sistema Educativo" (LOGSE - Organic Law on the General Organisation of the Education System) to the "Consejo Escolar del Estado" (State Board of Education), which was the first step in the legal procedure for making the bill law. On 13 September the Congress of Deputies (lower house of parliament) gave the bill final approval.

The passing of this Organic Law (1/1990 of 3 October) constitutes the final legal step in the reform of an education model whose regulations go back to the "Ley General de Educación" (General Education Law) of 1970. The aim was to carry out a comprehensive reform which would reorganise the whole system, adapt its structure and functioning to the major changes which have occurred in the last twenty years, as well as resolving current problems, inadequacies and shortcomings in the Spanish education system.

The passing of the new Law brought to an end a lengthy period of discussion and debate on the nature of the new education system from pre-school to university entrance.

Main features of the Law:

1. The extension of compulsory, free education by two years, to the age of sixteen years, the legal minimum age for starting work.

2. Reorganisation of the education system along lines comparable with those of other European countries.

   The general structure of the education system will be as follows: pre-school, primary education, secondary education (which will include compulsory secondary level education, the "bachillerato" and intermediate level vocational training), higher level vocational training and university education.

The ten years' education common to all spans both primary and compulsory secondary education. It will be arranged in a comprehensive manner, which will also allow gradual diversification.

The new configuration of the education system is shown in the following diagram:

2nd year	Doctorate			
1st year	Doctorate	Third cycle		
5th year	Degree			
4th year	Degree (Licenciatura)	Second cycle	University Education	
3rd year				
2nd year	Diploma	First cycle		
1st year	(Diplomatura)			Higher level vocational training
17	2nd year "Bachillerato"		Post-compulsory Secondary Education	Intermediate level vocational training
16	1st year "Bachillerato"			
15	4th year ESO[1]	Second cycle		
14	3rd year ESO		Compulsory Secondary Education (ESO)	
13	2nd year ESO	First cycle		
12	1st year ESO			
11	6th year primary	Third cycle		
10	5th year primary			
9	4th year primary	Second cycle		
8	3rd year primary		Primary education	
7	2nd year primary	First cycle		
6	1st year primary			
5		Second cycle	Pre-school education	
4				
3				
2		First cycle		
1				
0				

[1] Educacion Secundaria Obligatoria (Compulsory Secondary Education)

3. The reform of vocational training.

Basic vocational training will be included in compulsory secondary education. Specific vocational training will be available at two levels: intermediate and higher. It will be organised into cycles of variable length, and will include both theoretical and practical training. Intermediate level vocational training is open to students who have obtained the Certificate of Secondary Education. Higher level vocational training is open to students who have passed the Bachillerato. Specific vocational training will include a practical training period in the work place.

4. Improvement in the quality of education

The following changes are designed to improve the quality of education:

a) Qualification and training of teaching staff: continuous training of teachers will be regarded as a teacher's right and duty; it will be the responsibility of the education Administrations.[2]

b) Curriculum: schools will be given pedagogical autonomy to enable them to develop and add to the curriculum.

c) Educational resources and management: the post of school administrator will be established; the latter will be responsible for the management of human and material resources in the school and will report to the Director (School Head).

d) Educational innovation and research: it will be the task of the education Administrations to promote research in curricular development, methodology, technology, teaching and organisation.

e) Educational and vocational guidance: advice and guidance form part of the teaching function; pupils will have a recognised right to receive this as part of their psycho-pedagogical and vocational care.

f) Educational inspection will be carried out by the

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[2] There are now eight education Administrations in Spain: the Ministry of Education and Science (which is responsible for the ten autonomous Communities without devolved responsibilities in education) and the Education Departments of the seven autonomous Communities with devolved responsibilities in education: Andalusia, the Basque Country, the Canary Islands, Catalonia, Galicia, Navarre and Valencia.

Administrations with the aim of advising the education community, contributing to the renewal and assessment of the education system and ensuring that current legislation is complied with.

g) General assessment of the education system is accorded special importance in the new law; the "Instituto Nacional de Calidad y Evaluación" (National Quality and Assessment Institute) will be set up for this purpose.

B. UNIVERSITY LEVEL

Implementation of the reform of university degrees and curricula is continuing.

At its meeting on 19 February 1990 the Consejo de Universidades (Board of Universities) approved the general criteria governing the number of credits and the length of the new university courses and of those to be reformed. A series of Royal Decrees laying down guidelines for the launching of these courses is awaiting Government approval. A list of these is attached.

ANNEX

LIST OF DEGREES:

EXPERIMENTAL AND HEALTH SCIENCES

- Diploma in Dietetics and Human Foodstuffs
- Diploma in Nursing
- Diploma in Physiotherapy
- Diploma in Podiatry
- Diploma in Statistics
- Diploma in Optics and Optometrics
- Diploma in Occupational Therapy
- Degree in Pharmacy
- Degree in Medicine
- Degree in Dentistry
- Degree in Veterinary Medicine
- Degree in Biology
- Degree in Physics
- Degree in Geology
- Degree in Mathematics
- Degree in Chemistry
- Degree in Bio-chemistry
- Degree in Food Science and Technology
- Degree in Marine Science

SOCIAL AND LEGAL SCIENCES

- Degree in Law
- Degree in Economics
- Degree in Business Science
- Diploma in Business Studies
- Degree in Psychology
- Diploma in Speech Therapy
- Diploma in Public Management and Administration
- Diploma in Social Work
- Diploma in Labour Relations
- Degree in Sociology
- Degree in Political Science and Government
- Degree in Market Research and Techniques
- Diploma in Communication and Information
- Degree in Journalism
- Degree in Audiovisual Communications
- Degree in Advertising

HUMANITIES

- Degree in Classical Philology
- Degree in Romance Philology
- Degree in Hispanic Philology
- Degree in French Philology
- Degree in Italian Philology

- Degree in Portuguese Philology
- Degree in Galician Philology
- Degree in Catalan Philology
- Degree in Basque Philology
- Degree in English Philology
- Degree in German Philology
- Degree in Slav Philology
- Degree in Arabic Philology
- Degree in Hebrew Philology
- Degree in Theory of Literature and Comparative Literature
- Degree in Philosophy
- Degree in Geography
- Degree in History
- Degree in History of Art
- Degree in Fine Arts
- Degree in Music
- Degree in Translation and Interpreting
- Degree in Librarianship

TECHNICAL COURSES

- Agricultural Engineering
- Technical Engineering in Agricultural and Foodstuffs Industries
- Technical Engineering in Horticulture and Gardening
- Technical Engineering on Fish Farms
- Technical Engineering Mechanisation and Rural Construction
- Mountain Engineering
- Technical Engineering in Forestry Industries
- Technical Engineering in Forestry
- Technical Engineering in Electricity
- Technical Engineering in Mechanics
- Technical Engineering in Automatisation and Industrial Electronics
- Chemical Engineering
- Mechanical Engineering
- Industrial Engineering
- Technical Engineering in Textiles
- Industrial Organisation Engineering
- Technical Engineering in Production and Quality
- Technical Engineering in Industrial Design
- Technical Engineering in Management Informatics
- Technical Engineering in Systems Informatics
- Computer Engineering
- Telecommunications Engineering
- Electronic Engineering
- Electronic Equipment Engineering
- Technical Engineering in Telematics
- Technical Engineering in Telecommunications
- Image and Sound Engineering
- Industrial Automatisation and Robotics
- Technical Engineering in Knitted Fabrics

- Technical Engineering in Paper Manufacturing and Graphics
- Technical Engineering in Chemistry
- Technical Engineering in Electro-mechanical and Mining Installations
- Technical Engineering in Drilling and Prospection
- Mining Engineering
- Technical Engineering in Hydrology
- Technical Engineering in Civil Construction
- Technical Engineering in Urban Transport and Services
- Technical Engineering in Topography
- Road, Canal and Port Engineering
- Technical Engineering in Aero-engines
- Technical Engineering in Airships
- Technical Engineering in Air Navigation
- Technical Engineering in Air Equipment and Defence
- Technical Engineering in Airports
- Aeronautic Engineering
- Technical Engineering in Marine Structures
- Naval Engineering

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FRANCE

1990 is the year for consolidating and extending the actions undertaken since the publication of the Framework Education Act in July 1989. Most of the planned provisions provided for have been the subject of a published implementing text.

PRIMARY AND SECONDARY EDUCATION

Numbers of pupils - a few figures

26,000 extra pupils have entered preschool and primary education. This increase is mainly at nursery school level (27,500 pupils: 1,500 less in primary education). Two-year old account for 36%, three-year olds 38% (up 4 percentage points on 1985). Priority is given to all three-year olds.

In secondary education, there are 60,000 extra pupils (i.e. more in general and technical high schools, vocational 'lycées' and post 'baccalauréat' classes, 11,500 less in secondary schools).

Upgrading the status of the teaching profession

The measures adopted will have both long and short-term effects:

. Many provisions aim to respond to the growth in pupil numbers and to improve teacher recruitment by:

- increasing the number of primary and secondary teaching posts open to competitive entry examination;
- awarding educational grants to young people preparing to take part in a competition;
- financial upgrading: grade-related bonuses, improving career entry and retirement.

At the beginning of the 1990 school year, this provision was complemented by the introduction of three new allowances: special applicability allowances for teachers in priority education and sparsely populated areas; first appointment allowances and allowances for extra-curricular activities.

. The creation and establishment of university teacher training institutions (IUFM) is an essential facet of this upgrading policy. These institutions, set up by decree 90-857 of 28 September 1990, are public administrative establishments of

higher education attached to one or more universities. Primary teacher training colleges (écoles normales), and regional training centres will all disappear, to be replaced by these institutions. They will offer students with a degree, recruited on the basis of their student record, initial academic and vocational education lasting 2 years. The first year of academic training will lead to the competitive entry examination for secondary school teachers; the second year of vocational training is aimed at candidates who have been accepted and appointed as trainee teachers.
Three experimental IUFMs are currently in operation at the universities of Grenoble, Lille and Rheims.

. Another major event is the creation of a school teacher corps (decree 90-680 of 1 August 1990). These teachers, trained in the IUFMs, will enjoy the same grade-related salary scale as 'professeurs certifiés' (secondary school teachers).

Organisation of education

The year 1989-1990 was devoted almost entirely to primary education. Schooling, from nursery school to the end of education, is organised into three teaching cycles (decree 90/788 of 6 September 1990). This organisation is intended to prevent interruptions due to the current compartmentalisation and fragmentation of school careers, which often results in pupils having to repeat a year.eafternoon).

Other measures exist to complement these innovations, with the common aim of reducing school failure rates and inequalities between children: continuation of assessment in the 3rd year of primary school (9 years old) and2sixth grade of secondary school (age 11-12), the "reading" plan, the implementation of "school projects", the redefinition of priority educational areas and the strengthening of their resources, experimentation to promote schooling in sparsely populated areas.

In 1990-1991, the impetus for change will extend to 'lycées'.

As of this year, the pupil representative committees provided for in the framework law will come into operation.

The organisation of education in 'lycées' and the general 'baccalauréat' are being discussed by the National Curriculum Council (CNP).

The CNP, which has been in operation since 6 March 1990, is an advisory and specialist body working directly with the Minister. Its opinions are publicly released.

The CNP is one of the three new bodies under the direct

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IRELAND

- The Report of the Review Body on the Primary School Curriculum was published. This report is now being considered in the Department of Education in consultation with the various educational interests. The existing curriculum has been in place since 1971.

- A resource package on Aids for teachers has been sent to all postprimary schools.

- New guidelines on a code of behaviour and discipline has been sent to primary schools. The Department is now examining the existing code for postprimary schools for possible amendment in the light of the new code for primary schools.

- The Report of the Review Body on the primary school system is due to be published this Autumn.

- The OECD Review of the Irish educational system with particular reference to Teacher Education and Supply is expected to be finalised around November.

- A Working Party was established to examine the question of the establishment of a Teacher's Council. The group, representative of the various educational interests is to make recommendations to the Minister on the establishment of a Council for Teachers, having regard to the present and future educational and professional needs of teachers and to consider and recommend on the composition, structure, functions and financing of such a Council.

- The Minister for Education presided over the E.C., Council of Education Ministers during the Irish Presidency (January-June 1990). During the Irish Presidency the Council of Ministers adopted a resolution on the integration of young people with disabilities into ordinary systems of education. Under this resolution Member States agreed to intensify, where necessary, their efforts to integrate or encourage integration of pupils and students with disabilities, in all appropriate cases, into ordinary education systems. This would be done within the framework of their respective education policies and taking due account of their individual systems of education.

- Conclusions were adopted on the enhanced treatment of equal

opportunities for girls and boys in education in the context of initial and continuing training of teachers. Member States reaffirmed their commitment to the objective of equality and recognised the fundamental role which teachers have to play in achieving it and accordingly the importance of the nature and quality of their initial and continuing training.

- Conclusions were also adopted on the question of holding regular meetings of senior officials at the policy making level. These meetings are to share experience and to seek to find solutions to the present concerns of educational policy makers in the community so as to improve the quality of education. They will also contribute to improving mutual understanding between educational policy makers. The first such meeting will be held in December during the Italian Presidency.

- The Ministers agreed conclusions under which the Commission, in association with the Board of Governors, are engaged in drawing up a new Statute for the European Schools.

- The Ministers at their Council in May also had a wide ranging discussion on Distance Education and Training and on Education for Enterprise. The Commission is at present preparing a communication on Distance Education which will take account of the views expressed by Ministers in May.

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ITALY

During the period April-June 1990 the following main changes took place within the education system:

- reform of the primary school system;
- experimental introduction of the new programmes for the first two years of upper secondary school.

Primary school reform:

On 5 June 1990 the Italian Parliament approved the reform of the primary school system following the approval (1985) and entry into force of the new programmes (1987).

The fundamental points of the reform concern:

- the teachers: working hours - placement - duties;
- the organisation of school time;
- the system of updating.

The teachers

The schools determine their teacher requirements on the basis of the number of classes, anticipating 3 teachers per 2 classes or 4 teachers per 3 classes, with equal responsibilities. No class may have more than 25 pupils. Teachers who cannot be placed in a school in their home province may be moved to a different province.
The teaching timetable is 24 hours per week, 2 hours of which must be devoted to timetabling.
Teaching hours may also be used to help children with difficulties catch up and to replace colleagues absent for less than 5 days.
As far as the programmes are concerned, these are defined in terms of national objectives, while responsibility for the combination of subjects into discipline groups, the choice of teaching method and the organisation of the timetable are left to the teachers. The generalised introduction of a foreign language is planned.

The organisation of school time

The timetable of teaching activities varies between a minimum of 27 and a maximum of 30 hours. These may be spread over 6 days (morning and afternoon) or 5 days (morning and afternoon).

The choice is made on the basis of the "structural availabilities, the services in operation and the socio-economic conditions of the families". At the families' request, it will be possible to start "Progetti formativi di tempo lungo" as from the next school year. These consist of various activities which integrate and enrich the curricular teaching, for groups of pupils from different classes. In this case the total number of hours per week may reach 37. Teachers who have to complete their number of hours or who are available for overtime will be used for these projects.

In-service teacher training

The law provides for an in-service training programme lasting several years for all staff, including inspectors and heads of schools, and devoted to establishing the new system and the new programmes.
Each year the Minister sets out the national priorities in the context of his own objectives, having taken note of the needs expressed by the schools, coordinated at provincial level.
The courses, planned at the same provincial level by joint committees, education offices and IRRSAEs (regional institutes for research, experimentation and in-service training), are organised under the auspices of oral branches of the central authorities or by universities or institutes appointed by them.
The evaluation is assigned to the IRRSAEs.
The teachers involved in the retraining activities may be substituted by supply teachers.

Note:

- the reform comes into force immediately wherever possible; authorities responsible at provincial level must prepare a "reform feasibility" plan.
  It is therefore expected to come into force at different times in different provinces;

- the reform involves no extra expenditure; it aims to rationalise the existing situation and make the best use of the available resources (above all in terms of the number of teachers);

- while the text of the law reflects the centralist character of the education system, one can discern a few trends (for example in the way the in-service training needs are defined or in the scheduling of the activities) towards the participation of the practitioners;

- the law provides for periodical assessments of the implementation of the new programmes and, within 4 years, a statement by the Minister in Parliament on the implementation of the law.

The political/cultural debate centred mainly on the following points:

- the use of teachers from the same school for supply teaching, thereby removing them from a continuous activity with the same group of pupils;

- the option for private schools not to follow, except at an indicative level, the provisions of this law and the programmes already in force;

- the number of teachers per class, since not everyone agreed on the opportunity for more reference figures.

Experimental implementation of the new ministerial programmes

In 1989 a committee of experts completed its revision work on the common subject programmes for the first two years of upper secondary school. The Minister authorised schools requesting to do so to introduce the new programmes on an experimental basis as from the 90-91 school year. The experimental stage involves the following subjects: Italian, the foreign language, history (ancient, early medieval and modern), mathematics, law and economics, physical education and sports. Its aim is to provide practical opinions on the pedagogical/teaching value of the programmes and their feasibility.

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LUXEMBURG

Between January and September 1990 the Minister of Education prepared a number of draft laws and regulations, affecting secondary and technical secondary education in particular.

This report outlines the most important changes for each type of education.

1. PRIMARY EDUCATION

The ministerial circular of 26 April 1990 to local government authorities and the teaching staff of the different primary schools set out changes in particular to classroom numbers (the normal number of pupils in classes ranges from 18 to 22 in pre-school education and primary schools; 14 to 18 in supplementary classes and 8 to 12 in special classes), the integration of handicapped children into pre-school and primary education, improved schooling for foreign children to smooth their integration into the Luxembourg educational system (the development of appropriate didactic material, training and awareness activities for teaching staff, etc.), and the introduction of new technologies.

It should also be noted that the Ministry of Education is preparing a draft law to alleviate the shortage of teaching staff in pre-school and primary education.

2. SECONDARY EDUCATION

As far as traditional secondary education is concerned, the Ministry of Education has just taken the decisions necessary for implementing the law of 22 June 1989 on reforming the upper stage of secondary education.

The regulations drawn up by the Ministry of Education dealt particularly with organisation, curricula and the criteria for pupils to move up to the next class (compulsory and optional subjects, division of subjects amongst the different classes and the number of lessons per week).

As of the beginning of the 1990-91 academic year in September 1990, pupils from the 5th year (i.e. those in their 9th year of study) will choose between a literary and a scientific course option. The two options will form the mixed cycle of the upper level (i.e. classes of the 4th and 3rd years). In principle, the only major difference between them will be the level of the mathematics course. Only after the third year will pupils be able to specialise in one of the 7 sections offered: languages (A1), human and social sciences (A2), visual arts (E), music (F), mathematics and physical sciences (B), mathematics and natural sciences (C) and mathematics and economics (D).

All these sections lead to secondary education leaving examinations.

3. TECHNICAL SECONDARY EDUCATION

The Minstry of Education drew up a new draft law to reform technical secondary education, which was then voted on by the Chamber of Deputies (law of 4 September 1990).

This new law aims to ensure that more young people receive recognised professional training, to guarantee them better career guidance, to re-evaluate professional training and, finally, to prepare for 1992. From now on, Luxembourg's technical secondary education will be organised as follows:

- the lower cycle with 'classes d'observation' in the 7th year, 'classes d'orientation'in the 8th year and 'classes de détermination' in the 9th year. The latter, as their name indicates, will have a strong bearing on the pupil's future career.

- the middle cycle includes 2 or 3 years of study, i.e. the 10th and 11th years and, depending on the study programme chosen, the 12th year. Unlike the previous technical secondary education system, the middle cycle will include three rather than two programmes (professional, technician training and technical). Its aim is to offer training leading to a "Certificat d'aptitude technique et professionnelle" (Technical and Professional Qualification Certificate) to every pupil who has successfully completed the ninth year.
  It also allows pupils capable of absorbing more theoretical and abstract topics to enter the upper cycle.

- the upper cycle consists of two programmes (technical and technician training) and covers the 12th and 13th years. The technical programme prepares pupils for the final diploma at the end of their technical secondary studies;

the technician training programme prepares pupils for the technician's diploma. These two diplomas grant access to national and foreign higher education.

The new law also provides for the introduction of a post-secondary education diploma, the higher technician's certificate ("brevet de technicien supérieur"), which will provide higher technical education over a two-year period after the baccalauréat.

4. Higher education

The main change involves the introduction of the "Brevet de technicien supérieur" (BTS), which will provide 2-year higher education courses as of the 1990-1991 academic year. The special options of the BTS will be: secretarial studies (office technology), company management and cartoon animation.

Furthermore, the Ministry of Education has just prepared and submitted to the Chamber of Deputies a draft law reforming the training of graduate assistants and educationalists in Differentiated Education.

The law, which has just been adopted, makes particular provision for extending the length of study from two to three years and for changing the types of qualifications awarded (specialist educationalists' diploma and educationalists' diploma).

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THE NETHERLANDS

Introduction

The new cabinet (Lubbers III) took office on 7/11/1989. Dr. J.M.M. Ritzen is the new Minister, and J. Wallage the new Secretary of State, at the Ministry of Education and Science.
The draft budget for Education and Science for the year 1990 had been prepared by the Minister of Education and Science in the previous cabinet. At the beginning of January 1990 Minister Ritzen introduced his Amendment Memorandum for the 1990 draft budget. This Amendment Memorandum outlines several measures and changes which will be implemented by the draft budget for this year (the subjects included in the Amendment Memorandum appearing in the text below are indicated by an *).

Counteracting the excesses of the education budget is one of the goals Minister Ritzen is aiming for during this cabinet's term of office (1990-1994). The Budget Investigation Study Group, created by the Minister, has reached the conclusion that during the coming years there is a risk of seriously exceeding the education budget.

During the first few months of 1990 the Ministry of Education and Science was put under the microscope by the Departmental Organisation Investigation Project Group ("Projektgroep Doorlichting Departementale Organisatie"). The report "Ministerie op maat" (the Ministry cut down to size) was submitted on 17/5/1990. The report contains proposals for changing the internal organisation of the Ministry.

GENERAL

Improving the status of the teaching profession and expected teacher shortages*

The government administrators of the Ministry of Education and Science believe that the government and the education sector should make joint efforts to increase the attractiveness of the teaching profession. The image of teaching as a career must be improved.
To counteract expected teacher shortages, particularly in primary education, the recruiting power of the teaching profession must be increased in the long term. In the short term, the Secretary of

State for Education and Science has proposed several measures which should help fill vacancies, including:

- a short entrance course for people who have the correct qualifications, but who are not using them (known as "invisible reserves");

- extending "refresher courses" for women rejoining the labour force;

- increasing the number of students in teacher training for primary education, through bonus measures.

To counteract the shortage of upper secondary school teachers in the pure science and economic subjects, the following measures will be implemented:

- the system of bonuses remains in force for part-time training of sixth-form level teachers (no payment of tuition fees);

- these bonus measures are replaced in university teacher training, from 1/1/1990, by a paid period of in-service training.

Social Reform in Education*

Social Reform is one of the most important points in the coalition agreement of the Lubbers III cabinet. Social Reform covers a wide field, ranging from urban renewal, health care improvement, tackling unemployment, to education and schooling. The efforts made by the Ministry of Education and Science regarding social reform are primarily aimed at educating the long-term unemployed and making provisions for early school-leavers. Schooling is important to improve the labour market position of weak groups. The cabinet wants to ensure that existing laws and regulations are better adapted to reaching the groups in question. Attempts are being made to achieve a new balance between the rights and duties of both the authorities and the individual. The authorities should therefore offer adequate schooling which is adapted to the labour market, while individuals can be asked to assume the duty to continue to further education as well as the right to social benefits.
The target groups for social reform in education are:

- Young people:
  The cabinet wants to solve the problem of youth unemployment.

- Early school-leavers:
  The cabinet is preparing an action plan intended to attract early school-leavers either back to school or to the labour market.

- Schooling for unemployed adults:
  Schooling should also be offered to this group to improve their position on the labour market.

- Minorities:
  Many immigrants find themselves in an unfavourable situation, therefore the Education Priority Policy bill is to be amended. This involves making more effective use of the extra resources for the Education Priority Policy within the framework of Social Reform.

- Women:
  Women wishing to rejoin the labour market must be able to participate, on a wider scale, in retraining and refresher courses and work experience measures.

An important feature of Social Reform is decentralisation. Goal-oriented education and the schooling policy will be developed primarily at local and regional levels.

Education and Labour Market Committee (Rauwenhoff Committee)*

In December 1989 an independent committee was set up by the Minister of Education and Science to make policy proposals concerning the link between education and the labour market. The chairman of this committee was Mr. F.C. Rauwenhoff, chairman since 1984 of the general management of Philips in the Netherlands. At the end of May 1990 the Rauwenhoff Committee submitted a report to the Minister of Education and Science.
According to the committee, the problems concerning the link between education and the labour market have become so overwhelming that a fundamental approach is necessary. This approach must lead to a self-regulating education system, whereby the parties involved in education and schooling (the authorities, companies, schools and pupils/employees) are given entirely revised rights and duties with respect to each other. These rights and duties are laid down in so-called arrangements, which will be binding on all those involved.

The three arrangements relate to:

- the relationship between schools and industry:
  Cooperation between schools and companies ("co-makership") during the whole education, work and schooling period. The education offered by schools should be aimed at both young people and at working and unemployed adults;

- the relationship between school and students:
  The school must offer programmes adapted to the individual (full-time/part-time education in combination with a teaching/labour agreement);

- the relationship between schools and the authorities:
  The authorities and the educational establishments become parties to a contract. The now independent school is not bound to central legislation and agreements made in intermediate negotiating structures. Schools are given a lump sum with which to implement the contract, and they decide how this amount is spent.

OECD Report

In 1989 the then Minister of Education and Science, W.J. Deetman, asked the OECD to give its opinion on Dutch education. At the end of April 1990, the OECD published its "Review of the education policy in the Netherlands" based on the survey carried out in September and October 1989. The questions posed in the Review were answered by Minister Ritzen during a sitting of the education committee on 25 April. The discussion on 25 April was based mainly on four topics concerning the general image of education policy over the coming years:

- increasing autonomy;
- reprofiling the teaching profession;
- equal opportunities as a policy aim and their practical implementation for minority groups and women;
- a more flexible second phase in secondary education and emphasis on adult education.

In general, the OECD researchers were satisfied with the Dutch education system.

Internationalisation

- Minister Ritzen of Education and Science created the European Platform for Dutch Education at the beginning of June 1990. This Platform's mission is to encourage primary and secondary schools to pay more attention to Europe and to participate actively in exchange programmes. The Centre for European Training in Dutch Education (CEVNO) functions as an executive office. The Platform maintains links, in the field of education, with the Commission of the European Communities and the Council of Europe, for example for the purposes of awarding European grants.

- In June 1990 the Dutch government decided to support projects in the field of education in Eastern Europe. Several Dutch institutes and organisations have launched projects in cooperation with a partner institute or organisation in an Eastern European country.

- As of 1/5/1990 the "Internationalisation Project Group" has been operating within the Ministry of Education and Science.

The project group operates as a small, independent unit within the central Directorate for Information, Library and International Relations (VBI) and is led by Frans Lander.

PRIMARY EDUCATION

Evaluation of the Primary Education Act*

The Ministry of Education and Science has had an evaluation carried out of the Primary Education Act (the WBO). At the beginning of July 1990 the evaluation memorandum "Having come this far yet still having so much further to go" was submitted to the Lower House. The memorandum contains an evaluation of the introduction of the Primary Education Act during the period 1985-1988.
Some of the conclusions were:

- schools pay too little attention to young children.
  As a result for four-year olds the measure was withdrawn (an economy measure introduced by the previous cabinet whereby fewer teaching hours were allocated to children aged four). This increases the legal minimum number of hours in the first four years of primary schools (from 2280 to 3520).

- An increase in attention (providing high quality education for as many pupils as possible at normal primary schools and less recourse to special education) is developing slowly in practice and has not yet produced a tangible result in the form of a falling influx into special education.

- The school work plan (summary of the organisation and content of education) is seen by many schools as a burden imposed from outside.

- It has proved intercultural education during primary education.

- There has been a considerable increase in education in the pupil's own mother tongue and culture.

- Schools have primarily invested in developing basic skills in reading, writing, arithmetic and English. The schools perceive the entire range of prescribed teaching and training areas as too extensive.

- Music education is at a low level.

The Training Budget System*

A new financing system has been developed for primary and secondary schools. The new system involves schools receiving a budget of monetary units for personnel costs, with which they determine

independently the training of their staff. This applies both to the type and scope of the functions. Total personnel costs are then declared to the authorities. The intention is to introduce this financing system during the 1991/1992 academic year.

SECONDARY EDUCATION

Basic training*

The notion of basic training will be launched in secondary education during the 1991/1992 school year. This will consist primarily of a preparatory year. During the school year 1992/1993, beginning with the first year of schooling, the revised education programme will be introduced.
Basic training in secondary education covers the first years of schooling of the current types of school (junior vocational education/junior general secondary education/senior general secondary education/pre-university education). Basic training is intended to upgrade the general level of youth education, delaying the choice of study and career and adapting to social developments. All pupils receive the same package of 14 subjects and at the end of their basic training, tests are set to check that they have achieved the core goals. As a consequence of the revised subject package (technology and information science are being offered for the first time throughout secondary education) the teaching week is extended from 30 to 32 hours for the first three years of schooling.

New examination subjects in secondary education

The experimental subjects philosophy, Spanish, Russian, Arabic, Turkish and sociology will become standard examination subjects as of 1/8/1990. The schools are free to choose whether or not to offer these subjects as examination subjects.

Central Examination Board Foundation

In July 1990 a bill was submitted for the creation of a Central Examination Board Foundation as of 1/8/1991. This foundation will be responsible for the national organisation of examinations in secondary education, making proposals for examination programmes, and setting and devising the questions in the central and state examinations. The board of governors of the foundation is made up of representatives from organisations in secondary education, higher education and the social partners.

HIGHER EDUCATION

Research schools*

Minister Ritzen is in favour of the creation of research schools (post-doctorate research training courses) where academics are trained in scientific research in a top-level research setting. Two advisory committees (national and international) have been set up. The national advisory committee deals with the required features of research schools and formulates an answer as to how to create a system of research schools. The international advisory committee, created after close consultation between Minister Ritzen and his counterparts in France, West Germany and Belgium, will give its opinion on the proposals made by the Dutch advisory committee and will deal with recent organisational forms of researcher training in various European countries.

Redirection of study financing*

In mid-June 1990 the cabinet proposed a package of economy measures concerning the Study Finance Act (WSF). The package includes a reduction in expenditure by 1995 of approximately 700 million guilders. The measures include:

- as of 1/1/1991 every student will receive a public transport season ticket for which a fixed monthly sum will be deducted from the basic grant. This card allows the student to use public transport within the Netherlands free of charge;

- the basic grant will be frozen as of 1/8/1991;

- as from 1/8/1991 tuition fees will be increased by 100 guilders per year;

- students who begin studying as of 1/8/1991 are entitled to study grants for five years instead of the current six years (every student is entitled to be registered for six years and to follow a four-year course).

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* Measures and changes which will be implemented by the draft budget for this year.

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PORTUGAL

For 1990 education and vocational training continue to be seen as the main-plank in Portuguese government policy, together with actions on behalf of the young.-

The main objectives, which contribute to the aim of preparing the Portuguese educational system for the challenges of European integration by the year 2000, are the following:

1. Generalising access to education:

   - For **pre-school education**, a committee was set up to look into expanding the network. This is authorized to plan and check premises in connection with studying requests for the creation of nurseries, whether on public or private initiative.

   - Bearing in mind the need to increase the coverage rate of **special education**, another committee was set up to coordinate the departmental services of the Ministries of Education and Employment and Social Security. This may define responsibilities, coordinate funding and study the situation of staff working in special schools.

   - In relation to the expansion of **vocational education** at secondary level, funds were made available for public and legally recognized private vocational schools to aquire equipment with the prior agreement of the Ministers of Education and Finance, through GETAP (= the Technological, Artistic and Vocational Education Bureau). This measure forms part of the effort to increase the provision of vocational and refresher training for middle management, with the participation of local authorities, cooperatives, enterprises, trade unions, associations, social support institutions and public organisations specially formed for this purpose.

Still under GETAP the Curricular Organization Planning Team was set up in order to generalize and add to the work carried out on vocational schools, adapting it to secondary courses, perfecting the planning and consistency of the curricula given increased technical demands and the diversification of supply.

Among activities carried out by the PRODEP (= Educational Development Programme for Portugal) and the PEDIP (= Special Programme for Developing Portuguese Industry) technical and vocational training courses were regulated in order to promote long-term training for technicians in priority areas for national industry, by preparing young people still in formal schooling attracted by a career as a middle manager.

Training activities were also regulated that aim to provide specialisation for graduates in areas of strategic relevance for modernizing Portuguese industry.

- With the aim of reducing the illiteracy rate, committees were set up and began work on organizing educational expansion, concentrating on **adult education**, the latter is intended for individuals too old to attend basic and secondary education, or those wishing to add to their knowledge and develop their abilities, in order to add to their schooling or to make up for gaps in it.

- As for **higher education** under the University Autonomy Law and the Law on the Autonomy and Management of Polytechnic Higher Education Establishments, a committee was set up to analyse and table proposals on the funding of these institutions, on the question of fees and the benefits of social school activity.

2. Modernising educational infrastructures:

- For the academic year 1990-91, it was decided to create a **basic nine-year school** in each municipality, making it possible for young people to attend all their basic education in the same building, with the same set of teachers and the same school culture. This measure aims at adapting the current schooling set-up for nine years' compulsory schooling, thus promoting a strong identification by young people with their school and a far-reaching interaction between the teaching staff and the families and the community.

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- In order to promote the generalization of sporting activity, the **Basic Law on the Sporting System** was published.

3. Improving the quality of education:

- In order to make sure that all young people complete the nine years' compulsory schooling (and, for those who so wish, the twelve years' secondary schooling), the **Education for All** programme was set up. Its main aims are: to establish thorough statistical assessment of school attendance and drop-out rates; to systematically pinpoint all social and educational variables that affect school attendance; to stimulate those elements with an effect on schooling activity, particularly on a community level; to promote the articulation of all variables and elements affecting school attendance, so as to avoid the harmful effects of leaving school early.

- **The Free Compulsory Schooling Regime** was also published, now extended to include all establishments depending on public or private institutions or special education cooperatives, further strengthening the system for social support provided by the school for pupils and families, and medical and dietary care, so as to foster the most favourable physical and environmental conditions for the pupils' full development.

- In the context of the Educational Reform under way, approval was given to the **Statute for the Careers of Nursery School Teachers and Basic and Secondary School Teachers**, including provisions relating to the whole professional life of teachers, from recruitment to the end of their duties.

- As part of the Curricular Reform the new academic year 1990/91 will see, on an experimental basis, the introduction of new curricula for the first years of the 2nd and 3rd cycles of basic education (5th and 7th years respectively) and secondary education (10th year).

  This extends the experiment begun in 1989/90 to the first year of schooling, and the beginning of the experiment of programmes for the second year, within a simple school network, including public, private and cooperative schools.

- The National Education Council was presented with a new management model for nurseries and basic and secondary schools which, while significantly altering the current management model, maintains the system for electing management bodies for schools and increases parent, pupil and local community participation.

29th meeting of the EURYDICE Steering Group
12.10.1990

UNITED KINGDOM/ London Unit

DEVELOPMENTS IN EDUCATION POLICY IN ENGLAND, WALES AND NORTHERN IRELAND

ENGLAND AND WALES

NATIONAL CURRICULUM

Recommendations concerning the aims and content of the national curriculum are made by a working party for each subject for consideration by the Secretary of State. An Order made in Parliament (for each subject) enforces this section of the Education Reform Act. An order enforcing the provisions for craft, design and technology has been made in Parliament, following similar orders for English, mathematics and science. The recommendations of the Working Group for history and for modern languages are being considered by the Secretary of State. In July, Working Groups were set up for a further three areas of study, namely sport, art and music.

ASSESSMENT

Trial runs of Standard Assessment Tests (SATs) have taken place for seven year old pupils (key stage one). As a result, the Secretary of State has announced that there will be fewer targets and that SATs of 7 and 11 year-old pupils will be carried out in the three core subjects only, that is English, science and mathematics.

TEACHER SUPPLY

There is still concern about teacher shortages. In July, the DES released figures indicating that only 1.8% of teaching posts were unfilled. Since the Government figure against which vacancies are set includes more than 30,500 staff who are not employed in schools, such as those on secondment and advisory teachers, the proportion as compared with classroom teachers is higher. The London boroughs are the worst affected.

As part of the recruitment campaign the Department of Education and Science (DES) has allocated £ 2.2m for national advertising. Many local education authorities have taken individual steps to alleviate the problem, for example:

* by seeking to recruit teachers from overseas (Australia, Bangladesh, Denmark, Federal Republic of Germany, the Netherlands, New Zealand, USA);

* by offering crêche provision, assisted accomodation and

incentive allowances, accelerated increments and even "golden hellos" of £ 1,000.

Many schools fear that the implementation of Local Management of Schools (LMS) will lead to teacher redundancies and thus exacerbate the problem. However, many others welcome the opportunity for greater control of their budget.

The Secretary of State announced plans to allow local education authorities to opt out of national agreements and negotiate teachers' salaries and conditions of service locally. He stated that this would enable authorities to respond more effectively to variations in teacher supply across the country.

GRANT MAINTAINED SCHOOLS

Following the required ballot of parents, forty schools have applied for and been granted Grant Maintained status, so that they receive their financing directly from the DES and not from their local education authority. There have been indications that all schools may at a future date be required to ballot parents on their wishes to opt for GMS; at present, a ballot must be held if the governors pass a resolution to that effect at two separate meetings or if a number of parents amounting to 20% of the pupils of a school request it.

PUPIL RECORDS

Last year, the Government rejected a recommendation that all pupils be provided with a Record of Achievement at the end of each academic year and that these should form the basis for an overall school-leaving Record of Achievement. However, the Secretary of State announced in July that schools will have to prepare yearly written reports for parents on each pupil's progress. Many schools already provide such a report and some do so on a termly basis but it has not previously been compulsory and, in the past, many primary schools have not provided such a report.

HIGHER EDUCATION STUDENT LOANS

The system of student loans by which students may apply for loans to top up the value of their grant has now been established for the next academic year. The maximum sums available for 1990-91 for undergraduate students are £460 for those in rented accomodation in London, £420 for those outside London and £330 for those living at home. The sums available for final-year students are smaller.

NORTHERN IRELAND

The Education Reform (NI) Order 1989 includes the following provisions.

a) It introduces a compulsory curriculum expressed as areas of

study: English; mathematics; science and technology; the environment and society; creative and expressive studies; language studies (including Irish for schools which are Irish speaking). The curriculum must also cover: information technology; education for mutual understanding; cultural heritage; health education; and (in relation to pupils aged 12-16) economic awareness; careers education. Religious education must be provided in accordance with the regulations.

b) It requires the Department of Education (Northern Ireland) to encourage and facilitate the development of integrated education, i.e. the education of Protestant and Roman Catholic pupils together in the same school.

c) It provides for the devolution of responsibility for budgets to schools and colleges.

d) It establishes the Council for Catholic Maintained Schools. The Council must advise the Department of Education (NI) on matters relating to Catholic maintained schools; promote and co-ordinate the effective provision and management of Catholic schools. The Council may employ Catholic teachers on the staffs of Catholic maintained schools or additional 'supply teachers' to fill temporary vacancies.

29th meeting of the EURYDICE Steering Group
12.10.1990

UNITED KINGDOM/ Edinburgh Unit

This is not a comprehensive overview of what is taking place in Scottish education. The aim is to give our colleagues a feel for the context in which current policy questions are situated.

1. 1990 has been largely a period of experimentation and implementation, especially in the compulsory education sector as the new initiatives prepared in recent years began to be introduced into schools. To give two examples: firstly, new management structures with a high level of parent and community involvement - school boards - were elected throughout Scotland in autumn 1989. The working of these bodies and the support they require is being monitored. The second example looks to the future and is still at the pilot stage: the teaching of a second modern language has traditionally started at the beginning of the secondary stage of education, around age 12. Second language teaching has now been introduced on an experimental basis in a number of primary schools. This too is being evaluated and the results of this evaluation will be awaited with great interest.

2. At the end of 1988 a major development programme was announced for pupils aged 5-14. It covers all aspects of the curriculum and assessment at these stages and has wideranging objectives which include a clearer definition of the balance and content of the school curriculum, together with greater consistency in the quality of provision across schools. Advice; guidelines with attainment targets; new assessment procedures for the implementation of satisfactory assessment policies in all schools; and improved communication and reporting practices with parents are all aspects of this programme. Working party papers on English Language 5-14 and Mathematics 5-14 were published earlier this year, and documents on Assessment and Testing are due shortly.

   At the end of the last school session, the first National Tests items in mathematics and English were pilotted in a small number of schools. These tests are intended for use with pupils in the middle and end of the primary stage (P4 and P7). Development of the test items will continue throughout this year.

3. A major policy review of the final school/higher education entry certificate available to pupils in Scotland is currently taking place. A national committee (the Howie Committee) was set up in March 1990 to examine the Higher

Grade examination of the Scottish Certificate of Education. The committee is considering all aspects of the certificate, including the length of course which leads up to it.

4. Changes have been announced in the management of further education colleges. These colleges are the setting for most post-compulsory education and vocational training below degree level. The management reforms are designed to give the colleges direct access to expert advice from employers and to increase the powers and freedom of individual colleges to innovate and respond quickly to customer needs.

5. The European dimension in education is becoming increasingly important and encouragement is being given to education providers to see Europe as a key aspect for consideration in planning their work. In Scotland, we in the Scottish Eurydice Unit are delighted to be able to work with the new EURODESK set up this spring to increase awareness of and access to European information.

To end with some up-to-the moment recognition and encouragement of the efforts of the EURYDICE network, I would quote from a speech made on Saturday 6th October by Mr Gerald Wilson, Secretary to the Scottish Education Department to the Association of Directors of Education in Scotland:
"One thing is agreed: the EURYDICE network is indispensable for providing comparative data to inform future decisions and to help develop the European dimension to educational thinking."

EURODESK AT YOUR SERVICE

CONTACT POINT

Eurodesk Scotland is a two-way contact point between Brussels and Scottish authorities and agencies involved in education and training. Eurodesk gives information and advice about European developments and policies, and is a vehicle for enabling Scottish thinking to reach the European decision-making machinery. It complements the work of EURYDICE which provides information for senior policy-makers in education.

INFORMATION
Eurodesk Scotland gathers and promotes information from European institutions and keeps a collection of European periodicals and publications. It provides an alerting service for local authority education departments, colleges, training agencies and voluntary organisations. Through SCAN, it publishes regular information updates, special features and supplements on funding, European Community programmes and developments.

RAISING AWARENESS
Eurodesk Scotland highlights the issues and potential of the European dimension in work with youth clubs, schools, colleges and community education services. It produces training materials and back-up information packs in conjunction with the European Commission.

MAKING LINKS
Eurodesk Scotland works to establish and maintain links with the Directors and staff of the relevant divisions of the European Commission, with UK and Scottish officials responsible for European Commission programmes and with Scotland's MEPs. Eurodesk can also advise on making links with European partners for new projects.

PROMOTING ACTION
Eurodesk Scotland publishes examples of how Scots have benefited from various European sponsored programmes and helps others to take advantage of the opportunities and experiences these can offer. Eurodesk also promotes Scottish interests, concerns and developments through its contacts in the European institutions and forums.

EURODESK SCOTLAND, SCEC International Services, West Coates House, 90 Haymarket Terrace, Edinburgh EH12 5LQ. Tel.: 031 313 2488. Fax: 031 313 2477.

List of Education Ministers in the Member States of the European Community

Situation as of February 1991

	NAME	TITLE	POLITICAL AFFILIATION
BELGIUM - French speaking	Mr. J.P. Grafé	Minister for Education, Training, Sport, Tourism and International Relations (nursery and primary education)	Parti Social Chrétien (P.S.C) (Christian Social Party)
	Mr. Yvan Ylieff	Minister for Education and Scientific Research (secondary and higher education)	Parti Socialiste (P.S.) (Socialist Party)
- Dutch speaking	Mr. Daniel Coens	Community Minister for Education (Gemeenschapsminister van onderwijs)	Christelijke Volks-partij (C.V.P) (Christian Social Party)
- German speaking	Mr. Gentges	Minister for Education, Training, Youth and Scientific Research in the German speaking Community	Partei für Freiheit und Fortschritt (P.F.F.) (Freedom and Progress Party)
DENMARK	Mr. Bertel Haarder	Minister for National Education	Venstre (V) (Danish Liberal Party)
FEDERAL REPUBLIC OF GERMANY	Mr. Rainer Ortleb	Federal Minister for Education and Science	Freie Demokratische Partei (F.D.P.) (Free Democrats)
GREECE	Mr. G. Souflias	Minister for National Education and Religion	"New Democracy" Party
SPAIN	Mr. J. Solana Madariaga	Minister for Education and Science	Partido Socialista Obrero Español (P.S.O.E.) (Spanish Socialist Workers' Party)
FRANCE	Mr. Lionel Jospin	Minister of State, Minister for Education, Research and Sport	Parti Socialiste (P.S.) (Socialist Party)
IRELAND	Mrs Mary O'Rourke	Minister for Education	Fianna Fail

ITALY	Mr. G. Bianco	Minister for Education	Democrazia Cristiana (D.C.) (Christian Democrats)
LUXEMBURG	Mr. M. Fischbach	Minister for National Education and Youth	Parti Chrétien Social (P.C.S.) (Christian Social Party)
THE NETHERLANDS	Mr. Jo Ritzen	Minister for Education and Science	Partij van de Arbeid (P.v.d.A.) (Labour Party)
PORTUGAL	Mr. Roberto Carneiro	Minister for National Education	Independent
UNITED KINGDOM	Mr. Kenneth Clarke	Secretary of State for Education and Science	Conservative Party (Con.)

* The F.R.G. is a federal state of 16 Länder. As supervisory authorities, the Ministers for Education and Cultural Affairs of the various Länder are responsible for the administration of the school system.

EURYDICE
The Education Information Network in the European Community

Educational cooperation in the Community

The education systems in the twelve EC Member States vary considerably and this variety, which is the result of historic and cultural factors, is itself a source of wealth.
In order to ensure that this diversity does not become an obstacle to the free movement of people, it is essential to provide effective information on the operation and structures of the education systems.
It is also vital for each country to benefit from the experience of its Community partners and thus contribute to the development of European educational cooperation.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy (1).
This information network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

It was recognized in 1990 as the chief instrument for providing information on national and Community structures, systems and developments in the field of education (2).

In accordance with their own distinctive education structures, each Member State has designated at least one Unit to participate in the network and the Commission of the European Communities has arranged the establishment of the EURYDICE European Unit, which is part of the network.
EURYDICE is based on the mutual cooperation of all the Units. In addition the European Unit coordinates and animates the network.

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(1) Official Journal n° C38, 19.02.1976, p.1.
(2) Official Journal n° C329, 31.12.1990, p.23.

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